

The Classical Outlook

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TO THE TEACHER OF CAESAR

A Condensation of a Paper
By LT. COL. S. G. BRADY, F. A., RTD.
Asheville, North Carolina

THE TIME has now come when almost all the pupils in your Caesar classes will have had grandfathers, fathers, uncles, cousins, and older brothers, or even perhaps older sisters or aunts, in one or both World Wars. With that fact in mind I wish to mention a book called *Fighting Divisions*, by Kahn and McLemore, and published by the Infantry Journal Press in Washington. It is not an expensive book. If your local library does not have a copy, I believe that your school authorities will be glad to get it. I consider it a reference book that should be in every high school. It contains a record of where the various American divisions fought. Navy and Air Force do not enter into much of this, nor, of course, do divisions which operated in the Pacific. But let us take the First Division (my own, and, as we think, the best—certainly the most celebrated of all). From this book you see that the First Division in World War II fought at Omaha Beach, St. Lo, Marigny, Coutances, Soissons, Aachen, St. Vith, Malmédy, and Remagen. Now, you simply look at your maps of Caesar's campaigns and note where they occurred as shown on a map of modern France. Without looking you would know that Caesar's maritime campaign was fought near St. Lo, Mortain, Marigny, and Coutances. You would also know without looking that there was a Roman campaign near Soissons. And you know that Caesar's bridge was near Remagen.

Now, my suggestion is this: At the beginning of your Caesar study, insofar as local conditions and practices permit, get all children who had relatives in Army Divisions in either war to find out and indicate what those Divisions were. Suppose, for example, that you discover that one child's father was in the First Division in World War II. That would indicate that he might have been at or near many places where Caesar actually was. Then, knowing your children and their backgrounds, I suggest that you get in touch with that father, and, if he be found a suitable and willing person, get him

to come to your class and speak for a few minutes to the children about the actual battlegrounds he and Caesar both went over. Perhaps he has visited other Roman sites in France. In my own case, the First Division in World War I, in addition to being close to some of Caesar's battlefields, bivouacked in the Besançon (Vesontio) area for several days. Also, in one sector in which I served, the German front line trench ran through what French archaeologists considered as the *vallum* of a Roman camp. Cicero's famous siege was actually not far from where General MacAuliffe was besieged. Think of the potential interest if you happened to find a literate relative who was there during that siege! Think of having some one tell your class of going over the Remagen bridge to fight the Germans, almost exactly as Caesar did! Or perhaps someone may remember the hedges in northern France about which Caesar spoke. They are still there. Doubtless many other instances will occur to you. By trying this you may develop more interest in Caesar, and

consequently in Latin, and consequently in civilization itself, both among your students, and, what is also important, among their parents and relatives.

I shall now try to tell you a little something of a perhaps very specialized phase of Roman military history, and one with which, it may be, you are not too familiar. I refer to the names of the legions. You will remember that when Augustus came to the Principate he found himself with a force of some fifty-five legions, serving in the armies of the members of the Triumvirate. During the course of the Civil Wars, gladiators, pirates, outlaws, bandits, robbers, cutthroats, drunks, non-Roman citizens, and even slaves had managed to creep into the legions. Keeping slaves in a legion was, as you know, unthinkable. Augustus discharged all of that class, and also all time-expired men, and then found himself with some nineteen or twenty legions, all composed of picked Roman citizens. Now, the Romans recognized a fact which the British do, too, and which we have learned but

TWO ROMAN SOLDIERS

Courtesy of the Latin Club, York Community High School, Elmhurst, Illinois



imperfectly. That is the fact that men like to serve in a famous unit, or that sons of former members like to continue in the same unit. You may call it regimental *esprit*, tradition, custom, or what you will. I have known old soldiers of our own Regular Army more than once to accept reduced rank so as to be able to serve in certain units. And in the case of one very old and famous British regiment, the Royal Scots, so old that they dub it "Pontius Pilate's Bodyguard," there were officers serving in it in World War II whose forebears had been in the same regiment in the latter part of the seventeenth century. Well, Augustus found himself, for example, with three legions numbered "Third," probably one each from his own and the armies of Antony and Lepidus. These men were proud of having served in "The Old Third," and did not want to leave it. And Augustus, with that Roman genius (and common sense) for accommodation and adaptability, said, "Well, I'll just keep the numbers, so that the men can still serve in the Third, and I'll differentiate them by adding honorary descriptive titles." So his own "Third" became the "Third Augusta Vindex" or, as the British might say, the "Third King's Own"; that of Lepidus became the "Third Cyrenaica," and Antony's the "Third Gallica." This practice was continued in other principates, until there were actually five "First" legions in the Roman Regular Army under Alexander Severus. So what was at first merely a distinguishing epithet continued as that, but was also transformed into a title of honor as well, indicating in some cases where the legion was raised, where it had fought, some characteristic that it had, etc.

We might look at a few of the titles. The legions called "Augusta" generally came from Caesar's or Augustus' own army—not all, however, for we find that Caesar's famous Tenth was probably, under the Empire, the Xa (Decima) Gemina; and it is pleasant to note that the Tenth over three hundred years later, under Aurelian, became again about the best in the army. That "Gemina" is an interesting word. It means that the Romans, with their usual clear-sightedness, when they had to increase the army, did not ordinarily raise completely new units, but took an old legion, split it into two parts, and filled each part up to full strength with recruits, so that a new legion was composed half of experienced soldiers and half of *tirones*; further, one of the new legions kept the old number and the other the old standard,

and both inherited the traditions of the older outfit. The British still keep up this practice. Instead of creating new units, they simply increase the number of battalions of existing units. The Royal Northumberland Fusiliers during World War I had fifty-two



THE IDES OF MARCH

Julius Caesar was assassinated on March 15, 44 B.C. Why not plan a commemorative program for the Caesar class, the Latin club, or assembly? For material see page 71.



battalions. Accordingly, a man felt pride in serving in an old regiment, instead of serving in something with a number like the 987th.

There was a *la Italica* raised by Nero from Italians six feet tall, and destined for an Eastern campaign, and so called "*Phalanx Alexandri Magni*." We find the legions Ia and IIa "*Classica Adiutrix*," which I think can best be translated by "Naval Reserve." These legions were composed of former marines raised during the time of trouble in the years of the Four Emperors. The Ia *Minervia*, raised by Domitian, and named by that prince for his favorite goddess, might be mentioned, as also the IIa *Traiana*, raised by and named for the famous emperor, and long domiciled in Egypt; and the IVa *Flavia*, created by and called for that very great Sabine Scotsman, Vespasian. Where other emperors would occasionally give *donativa* to the troops of as much as 4000 denarii, Vespasian would give twenty-five and make 'em like it, too! You may recall how he insisted on collecting a minute debt of six obols in Alexandria, and was thereafter labelled the old "Six Oboller."

The Va *Alauda* was raised by our own Caesar in Transalpine Gaul, and possibly so called from the helmet crest of lark feathers. The VIa *Ferrata Felix*, "The Iron Legion," bore a name still popular for modern troops (cf. "The Iron Brigade"), but it was not a very good legion, in spite of its name. The VIa *Victrix* and the VIIa and XIa *Claudia*, the two latter named for the emperor, were good outfits, but were perhaps regarded by the rest of the army with just a bit of suspicion because they were so very well behaved!

Another interesting name is that of the Xa *Fretensis*, so called from the war with Sextus Pompeius in and around Sicily and the Fretum Sicu-

lum. Also, as this legion was in Cyrrhus in Syria in 24 A.D., and was subsequently stationed in Jerusalem itself, it is thought that men from it were present at the Crucifixion of Our Lord. Of course a mere procurator did not command legionary troops; but Pilate perhaps had a small detachment from this legion at Jerusalem.

Then we have the superbly named XIIa *Fulminata*, or the "Thundering" legion. However, some of the legions with the best names were not the best organizations; this one was mediocre. It was at first thought that the Twelfth was called "Fulminata" because it was composed of Christians who prayed for rain in one of Marcus Aurelius' German wars. It was, however, called "Fulminata" long before that. The XIVa had both a splendid record and splendid titles—"Martaia" and the "Dormitores Britanniae," or "Putters-to-sleep-of-Britain." This legion, almost alone, with but a small detachment of the XXa, defeated 80,000 Britons and thus quelled the revolt under Boudicca.

The XVa was called "Primigenia," and that meant that when one old legion was split to make two new ones, as I have recounted, the part that kept the old eagle was called "Primigenia" and the other part retained the old number and was called "Gemina." The XVIIa, XVIIIa, and XIXa were lost under Varus in the Teutoburg Forest in 9 A.D., and those numbers, as being of ill omen, were never used again. In our army all regiments have companies, troops, or batteries lettered from "A" to "M," with the exception of "J." No outfit in our Army is called "J," and that is said to be so for a similar reason.

There is some question as to whether the XXa *Valeria* was or was not named for Valerius Messalinus, its *legatus*, under whom it fought valiantly in 6 A.D. in Illyricum. If such be the case, of all the legions in the army named for Romans, it was the only one not named for an emperor with the possible exception of the short-lived Ia *Macriana Liberatrix*. It could only have been so named in the early Empire, when others than emperors could still celebrate triumphs. This legion has its counterpart in a modern British unit, the Duke of Wellington's West Riding Regiment, the only regiment to be named for someone not of royal blood. The XXIa *Rapax* was composed of the city scum of Rome, and a rough, tough, turbulent outfit it was, as its name implies. The XXIIa *Deiotariana* is the only legion named for a foreigner, King Deiotarus, who

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had armed, equipped, and trained a legion in the Roman fashion which was taken into the Roman army, and its men given the *civitas*. Other legions were called, for obvious reasons, by such terms as "Triumphatrix," "Constans," "Firma," "Aeterna," etc.

You may have noticed that in the inscriptions some legions have after their names the letters and figures "VI P VI F" or "VII P VII F." The "P" and "F" stand for "Pia" and "Fidelis," ("Loyal" and "Faithful"). These titles seem at first to have been bestowed for loyalty during insurrections or rebellions. For example, the VIIa and XIa Claudia were "P. F." for their allegiance during the revolt of *Furius Camillus Scribonianus* about 42 A.D. Some authorities believe that the familiar open right hands surmounting the manipular standards mean that the unit was "P. F." Others take it as meaning simply a "handful" of men. Later on, "P. F." seems to have become a legionary decoration repeated for valorous performances; we see under *Gallienus*, for instance, that some legions were awarded the decoration six and seven times. There exists a similar procedure in our own and other armies, whereby if a man merits a certain medal more than once, he is then, to indicate that fact, given oak-leaf clusters or stars or palms to wear on the original decoration. It is interesting to note that a modern British regiment, the Durham Light Infantry, is given the semi-official nickname of "The Faithful Durhams." My own regiment, the Fifth Field Artillery, the oldest regiment in our Army, has for its official motto "Faithful and True," which could easily be a translation for "Pia, Fidelis."

From *Caracalla* on, all legions carry, in addition to their distinctive epi-

thets, the name of the reigning emperor. Thus *Caracalla's* legions are all known as "Antoniniana." Others are called "Severiana," "Gordiana," "Philippiana," "Deciana," "Getica," "Gallieniana," etc. But these long-drawn-out names go with the beginning of the decadence, a time upon which I do not like to dwell.

And so we leave them. A few of them maintained a continuous existence for more than five hundred years, from about 75 B.C. perhaps to about 425 A.D., a longer time than any other organized troops in the world—the senior British regiment now being not yet three hundred years old. They were never numerous, only thirty legions existing up to the time of *Severus*, who added the three "Legiones Parthicae." With their attendant auxiliaries they made up a force that never exceeded the relatively pitiful number of 500,000 men, and stretched from Scotland to the Persian Gulf. Think for a moment of how many men in that same area were under arms in 1943—perhaps 50,000,000. Think of how many men are under arms in that same area even in peace-time. For upwards of five hundred years the legions maintained the frontiers of the civilized world against ever-increasing pressure from hordes of unnumbered savage, sullen barbarians on north, east, and south. A magnificent army!

If you are a modernist, you will perhaps think that the Roman legions failed to maintain the necessary boundaries of the "universal state." But if you are a humanist, you will know that it was they who enabled the heritage of Greece and Rome to be handed on to us. If you are a Christian, you will know that through them the teachings of Our Lord sur-

vived and have come down to us. In any event, it seems to me that the famous words of that very famous man, with but slight changes, might well apply to them, too: "Rarely in the field of human conflict has so much been owed by so many to so few."



LETTERS FROM OUR READERS

TWO ROMAN SOLDIERS

Mrs. Lois A. Larson, of the York Community High School, Elmhurst, Illinois, writes:

"The two soldiers of the Rome of Julius Caesar, shown on our photograph" (see page 61) "happened to be stationed in our town last year. They asked if they might come to our banquet; they were present also for our *Ludi Romani*."

"The gallant on the left is wearing a close-fitting white tunic, complete even to shoulder pads. The 'leather' trappings are of heavy brown cotton. The military cloak is a circle of red cotton flannel. The flashing helmet has for a base the crown of an old straw hat; it is constructed of cardboard, tinfoil, and purple crepe paper plumage."

"The gentleman on the right wears his mother's old red velvet evening dress, remodeled on the lines of a tunic. His snug armor is of silver lamé, a hand-me-down from his sister. His helmet is of cardboard and tinfoil, crested in crimson crepe paper. Both sword and dagger are of silvered wood, and are sheathed in cardboard scabbards. Pictures in textbooks were consulted for the fashions. The fun was in the imagination and spirit displayed by the boys in making their costumes; many of us shared in that."

A ROMAN NEW YEAR

Miss Estella Kyne, of the Wenatchee (Wash.) High School, chairman of the National Committee on the Junior Classical League, writes as follows:

"The Latin students of Mr. Richard Carbray, of the Lakeside School, Seattle, Wash., last year celebrated New Year's Day on March first, in the early Roman style. The boys, dressed in Roman costume, observed the beginning of the month of Mars with a foot race, followed by a Roman feast."

A MARCH PROGRAM

Miss Essie Hill, of Little Rock, Arkansas, chairman of the National Committee on Latin Clubs, writes as follows:

"The Latin club in Paschal High

School, Fort Worth, Texas, customarily has a party on St. Patrick's Day." Latin clubs might well consider a St. Patrick's Day program, since the name Patricius is Latin, the teaching of the saint was surely in Latin, and Latin scholarship reached a high point in medieval Ireland.

OTHER CLUB NOTES

Miss Hill continues: "Last year, at the high school in Shepherd, Michigan, there were only eighteen students taking Latin, and Latin had never been encouraged; but in spite of that they formed a club, designed and made costumes, staged a banquet, and practically took over all available bulletin board space in the school for the display of posters, pictures, etc. On the other hand, the Classical Club of Tradelphia High School, Wheeling, West Virginia, has 53 members."

CAESAR ACTIVITIES

Miss Jean E. Smith, of the Hockaday School, Dallas, Texas, writes:

"One of my Latin II classes, after much discussion, has decided that the project for the year will be the building of a miniature Roman camp. Tents, buildings, and soldiers will be shown. On the outskirts of the camp will be a river and a forest.

"Another section of the same class had quite a debate over whether or not Caesar was justified in attacking and killing the Tigrini when they did not suspect an ambush."

AN AMBITIOUS PROGRAM

Miss Virginia G. Markham, of John Adams High School, Cleveland, Ohio, writes as follows:

"Last spring we put on a rather ambitious program, 'in honor of Caesar.' It included a procession; an offering to the Lares by Caesar; a Greek dance; an Egyptian dance; musical interludes; a wrestling contest; a sketch called 'Sculptor at Work'; a prophecy by the Sibyl; an Italian dance; a playlet entitled 'A Roman Family Talks to an American Boy'; a 'Contestants vs. Experts' quiz; a sketch called 'In a Television Studio' (built around questions on Caesar; and a play entitled 'Thirteen for Dinner,' the characters in which represented the major gods and goddesses of the Romans, and Constantine, the first Christian emperor."

A ROMAN VILLA

Miss Juanita C. Thomas, of Central High School, Cleveland, Ohio, writes: "Our chapter of the Junior Classical League, called the Olympian Club, was founded as a Latin club in 1904. Our high school, 103 years old, is the oldest high school west of the Allegheny Mountains. Last spring the Olympians put on display a model of a Roman villa. It was constructed by

the Industrial and Applied Art Departments of the school, under the direction of the Latin Department. More than one year's work went into the making of the model. It has decorated walls, tiny furniture, mosaic floors, and even shrubbery in the peristyle."

ETA SIGMA PHI PROGRAMS

Professor W. C. Korfmacher, Executive Secretary of Eta Sigma Phi, writes:

"Typical of the programs planned by chapters of Eta Sigma Phi for the current year is that of Beta Zeta Chapter, at Saint Louis University, in conjunction with the Saint Louis University Classical Club. The general topic for the year is 'The Ancient Classics in Our Day.' Topics for the several meetings are: 'The Classics and Our Political Ideas'; 'The Claim of Mental Growth'; 'The Classics and Social Ideas'; 'The Classics and Modern Science'; 'The Classics and Economics'; and 'The Classics and Cultural Ideals.' A feature of almost every meeting is 'the objector,' who maintains some such thesis as 'Science is exclusively the product of modern times, and owes nothing to the ancients.' The programs have proved very stimulating."

LATIN INSTITUTE, 1950

By RAYMOND T. OHL

Temple University, Philadelphia, Pa.

Chairman of the Committee on Local Arrangements

THE FIRST and Second Latin Institutes of the American Classical League were held in June of 1948 and 1949 at Miami University, Oxford, Ohio. For the Third Latin Institute on June 15, 16, and 17, 1950, Haverford College, in Haverford, Pennsylvania, is to be host. Every effort will be exerted to make this Third Institute a profitable and pleasant occasion for the many who are expected to attend.

Haverford College, founded in 1833, is the oldest college under Quaker auspices in the United States. For over a century it has occupied a rolling campus of field and woodland and lawn, of 216 acres, the main portion of which was laid out by an English landscape gardener who also introduced cricket to the American collegiate scene. Founders Hall, with its Bell, dates from 1833. There is a magnificent elm, a lineal descendant of the Penn Treaty Elm. Many other fine specimens of trees, a pond, and a "Nature Walk" of a mile in extent enhance the quiet beauty of this *rus sub urbe*.

For Haverford is definitely suburban, being only some twenty minutes

by electric train from downtown Philadelphia. It lies nine miles west of City Hall on the famous Main Line (remember *Kitty Foyle*?—or *The Philadelphia Story*?) You get there on the Paoli Local (remember Christopher Morley's essay?). Its main campus entrance is directly on U. S. 30, the Lincoln Highway, only three miles west of City Line and Lancaster Avenues, where U. S. 1 intersects U. S. 30. If you come by car, you pass the campus on the Lancaster Pike in Haverford. If you come by train from the West, all through trains stop between Harrisburg and Philadelphia at Paoli on the Pennsylvania Railroad; the local brings you on to Haverford in twenty minutes. If you come by train from the South or North, change at the 30th Street Station, in Philadelphia, to the Paoli Local; it is twenty minutes west to Haverford. Bryn Mawr is only one mile farther west.

All Philadelphia is at your door, rich in historical interest—Independence Hall and the Liberty Bell, Franklin's grave, the Betsy Ross House, colonial churches such as Old Swedes, Christ Church, St. Peter's, and many others. And there is the Parkway with its great Free Library, the incomparable Franklin Institute with its Fels Planetarium, the magnificent Art Museum with its famous collections. In West Philadelphia there is the University of Pennsylvania and the University Museum rich in archaeological material, some of it unmatched in the United States. And there is the shrine of Valley Forge, only a dozen miles from Haverford. If sufficient interest is manifested we can arrange a chartered bus trip to Valley Forge and historical Philadelphia as a feature of the Institute program.

Headquarters for registration at Haverford will be in The Union. Sessions will be held in the lecture room there or in the larger auditorium of Roberts Hall adjoining, depending on the probable attendance, as nearly as we can estimate it in advance. For those coming from a distance the College will furnish dormitory accommodations with beds and linen. Completely separate sections of Lloyd Hall can be reserved for Catholic Sisters; members of religious orders are cordially invited. Meals will be served in the colonial Dining Hall of old Founders Hall. The overall cost of room and board should not exceed \$4.50 per diem.

There will be no advance registration fee, but those who plan to attend are reminded that College officials request that, so far as possible, registration for partial days be avoided.



Courtesy of Morris Rosenblum

"IMPERIOUS CAESAR"

BY MORRIS ROSENBLUM
Samuel J. Tilden High School,
Brooklyn, New York

Imperious Caesar, dead and turned to clay

Might stop a hole to keep the wind away:

O! that that earth, which kept the world in awe,

Should patch a wall to expel the winter's flaw!

—Hamlet, Act V, Scene 3

HAMLET would have been even more melancholy could he have foreseen that the name of imperious Caesar would some day serve to keep the wind away and to expel the winter's flaw from man's body. Hamlet's ironical reflections on the fate of Caesar came to my mind one day last summer in northern Italy. Driving along an *autostrada*, or express highway, a modern counterpart of a road on which Caesar's legions may have marched on their way to Gaul, I caught sight of the billboard illustrated in my photograph. Here great Caesar's name was linked with a brand of coats, a deluxe product, possibly a remote descendant of that famous mantle worn "that day he overcame the Nervii."

So Caesar joins the immortals whose names live on in the names of modern products. His friends Antony and Cleopatra are commemorated by a cigar; the names of O. Henry, Babe Ruth, and Martha Washington are perpetuated by makes of candies.

At first glance, the word *confezioni* (plural of *confezione*) on the sign made me think of "confectionery." The last word, *abiti* (plural of *abito*), revealed, however, that clothing was being advertised.

In Italian and Spanish, respectively,

the words *confezione* and *confección* refer to a "putting together" or manufacture of candy, sweetmeats, and other products, especially of ready-to-wear clothing. The French word *confection* is never used for "candy-making." *Confiseur* and *confiserie* deal with the manufacturer of sweets and jams, and with his art or trade. In Victorian days, English writers used *confection* to mean clothes.

How is it so many derivatives of *conficere*, *confectus* are concerned with candy, jams, and preserves? It appears that the idea of preparing something by mixing ingredients together (*con-*) was stressed. Such derivatives of *conficere* were applied especially to medicinal preparations, and specifically to those compounded with a sweetening or preservative agent. At one time, a *confection* denoted also a prepared poison or a deadly potion, but fortunately the sweeter meaning of the word has prevailed.

Pupils are always amused to learn that medicines, sweets, and poisons have this etymological relationship. They are always fond of rambles along these bypaths of etymology, and teachers might well travel along with them to explore these additional derivatives of *conficere*, *confectus*: confetti, comfit, discomfit, confiture (confiture), disconfiture.



INFORMATION, PLEASE!

Please send to the Director of the American Classical League Service Bureau, Miami University, Oxford, Ohio, a postal card giving the name and address of the presiding officers of your state and local organizations of teachers of the classics, and also the time and place of the next meeting of each of these organizations. Armed with this information, the Director will try to provide for all those attending the meetings lists of mimeographs and other materials which may be obtained at cost from the Service Bureau.

—W. L. CARR, Director



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WHAT'S NEW IN THE AGORA?

BY EDWARD C. ECHOLS
University of Alabama

A newcomer to the missile-market, the "Wham-O Slingshot," is described in advertisements as a "field-tested slingshot that will bring in rabbits, squirrels, and other small game." "The Wham-O kit," the advertisement continues, "is complete with two extra rubber straps and forty rounded clay pellets for use as ammunition." It is reassuring, in this Atomic Age, to find that primitive weapons are enjoying a belated renaissance. C. W. C. Oman, writing on "War," in *A Companion to Greek Studies* (p. 460), observes that the most common missile used by the Greek slingers was "an almond-shaped lump of lead, but pebbles and even clay-balls were used in default of a proper provision of metals."

A second new product is the "4-UP-T, the new golf tee with four heights." The 4-UP-T is a peaceful adaptation of the *tribulus*, or caltrop, an instrument with four points so designed that when any three of them are on the ground the fourth projects upward. Each prong of the 4-UP-T ends in a small cup designed to hold the golf ball, and each prong is of different length, and, according to the advertisement, it is "easy to tee up on hard ground or grass." Vegetius (iii, 8) suggests that caltrops be used to protect the entrenched camp, and sharpened iron caltrops were often strewn over a field to slow a cavalry attack. The same principle is used today in certain types of anti-tank barriers.

Imitation is sincere, and often profitable, flattery.



IN MEMORIAM

It has been announced that to the Department of Classics of the University of Pittsburgh has been bequeathed a "large portion" of the estate of Dr. Robert S. Marshall, a Pittsburgh physician of note. The bequest was made, according to Dr. Marshall's family, because a teacher of Latin at that University, more than fifty years ago, "opened his eyes and ears and heart to many things of lasting satisfaction." This teacher was Professor Theodore Moses Barber, who taught at the University from 1870 to 1888. He was a man of rich background in literature, music, and the arts. Ethelbert Nevin, the composer, was another of Professor Barber's admiring students.

ADVOCATUS DIABOLI

BY HENRY D EPHRON
Montana State University

THE ARGUMENT concerning the possible substitution of Aeneas for Caesar in that spot of the curriculum which Caesar has long held by "squatters' rights" gains its point (or paradoxically perhaps fails to have any point) because of the human equation involved in the student. Aside from an occasional statement that just is not so (and even a university professor may on rare occasion permit himself such a lapse), almost any point that may be adduced in favor of either side may be demonstrated as true for one student, untrue for another. Vergil as material for second-year high-school students may be demonstrated successfully with one group, equally unsuccessfully with another.

In the story of the blind men and the elephant, one blind man could have proved conclusively to other blind men that the elephant was like a tree. Another blind man could have proved equally conclusively that the elephant was like a rope.

To use an example closer to home, one might imagine an argument between a student of Latin and a student of Greek as to the color of the binding on volumes of the Loeb Classical Library. The Latin student might insist that Loeb volumes are bound in red, and could easily produce dozens of such volumes to prove his point. The Greek student might insist that Loeb volumes have green bindings, and could with equal ease produce dozens of volumes as proof. So it is, it seems to me, with the arguments pro and con in the Aeneas-Caesar question.

I am not, therefore, here interested in the individual arguments for and against using Caesar or Vergil as material for second-year high-school students. True, it seems obvious to me that it will be easier for the student to learn to read Latin (and for the teacher to teach it) by way of the prose of Caesar than by way of the poetry of Vergil. But, on the other hand, what difference does that make, since the assumption is that the student will start and finish his Latin career in two high-school years, will read only one author, and therefore need not bother learning to read the language, for he will not be reading it any more after that year? Then, too, the assumption is that he knows the language well enough at the beginning of his second year of high school to be able to appreciate the literature of the language in the original.

Yet I have been interested in the question of using Vergil as the first author after the rudiments of Latin have been covered—sufficiently interested to try it. With a large class I should have hesitated. With a class that contained no student that showed promise I should equally have hesitated. In this case I had a class small

A PARALLEL

BY EDWARD C. ECHOLS
University of Alabama

In this country, in pioneer days, settlers who lived along the upper reaches of the Mississippi River commonly built flatboats, loaded them with salable stuffs, and floated in leisurely fashion downstream to New Orleans. There they sold their cargoes, and broke up the flatboats for lumber; they then made their way home overland.

According to Herodotus (i, 194), the Armenians followed the same practice. They built round boats of hides, on willow frames, stuffed with straw. They floated their cargo downstream to Babylon, and sold it there. Each vessel carried at least one mule. The boats were dismantled and the frame and straw sold. Loading the mules with the skins, the Armenians returned overland to their homes.

enough so that, if need be, I could give each student enough of my time to tide him over any increased difficulties in learning to read Latin. Four was the number, and each of the four represented a different standard of scholarship.

"A" was the good student, the student of whom a grade of A could be expected in most courses, one whose interest in and appreciation of literature made him a "natural" for the field of the humanities. "B" was slightly older, a veteran, who could be expected to make at least B's in his courses. He did not have "A"'s ability to learn, but his love and appreciation of literature and his interest in the humanities transcended that of almost any student I have known. Unfortunately his health was bad. "C" was a girl, typical of the big bulk of our students, who would buckle down to work if she were afraid she would not make her grade of C, but not otherwise. "D" was also a girl, immature mentally, of the sort who cannot think straight and cannot translate a sentence into decent English. She alone had not started with this group, but had joined it at the twelfth week of study

after one year of high-school Latin.

Since these were college rather than high-school students, I sent them into Vergil after only fifteen weeks of study. During these weeks they had read manufactured Latin (W. P. Clark and Sylvia Johnson, *Latine Legamus*; this book presents graded readings in story form). No formal grammar was taught: the students began reading immediately. Only reading skill was aimed at, and whatever grammar the student needed he learned as he read (with considerable explanation and direction by the teacher). This was not true of student "D," with her high-school year of the same tried and true methods by which I myself once learned Latin—and my teachers and their teachers before me.

We used the Carr and Wedeck Vergil text, with its marginal vocabulary. I worked out the first hundred lines with the students, and gave them additional notes and helps for several weeks. During the rest of the year we covered Books I, II, IV, VI, and a little more.

What did I prove to myself? Only that it is possible to use Vergil at this stage. "D," who translated the words into arrant nonsense, certainly benefited little from study of the *Aeneid*. Both she and "C" would probably have learned more Latin by way of prose and a smaller vocabulary. Both of them, even though at college rather than high-school level, would probably be arguments for the Caesar side of the controversy. But at "A" the Aeneas side could point with pardonable pride. Didn't I there have a student who successfully read and appreciated Vergil as literature? Did not I there have a student who could even read the poetry aloud in the Latin, metrically, beautifully, so that there never was any doubt but that he was reading it for the sense as well? Yes! Yes, indeed! But it proves nothing. A student who then had to be passed over the next three quarters into the regular College Latin courses cannot be offered as evidence of what is best for the majority. Besides, it is still true that he was offered Vergil before he was in a position to get the most out of it, and that therefore he may have been done a disfavor.

One argument, however, on the Aeneas side, an argument beyond question, I did find in the class: student "B." With "A," "C," and "D," the results were as I expected. Hope I had for "B," but only faint hope, based on his own eagerness to get into Vergil. During the first fifteen weeks he had shown himself a poor language student, so that I was afraid the work

with Vergil would be beyond his abilities. But no sooner had we started on the *Aeneid* than he became metamorphosed into a good student. By the eighth week, when his health finally caused him to drop permanently out of college, he was reading the Latin poetry aloud more beautifully, with better understanding and finer interpretation, than almost any student I have ever heard. He translated slowly, but into flawless English. He could answer questions put to him on the meaning of a word, a phrase, a passage. Grammatical questions he was unable to answer—but what was the difference, if he could read and understand the language?

If enough students could be exposed at an early stage of their study to Vergil with the results obtained in his case, the decision would have to go to the Aeneas side of the Aeneas-Caesar controversy. But "B" can be used as an argument even less than "A," since—I am afraid—only once among many hundreds of students would such results be obtained.

And so I say again that the human equation prevents any solution to the question. The author that proved best for one student or group might not prove best for another student or group—just as there is no one "best" method of teaching a language to all students. My own solution is to accept the fact that there is no solution except for an individual or a group, and to decide each year on the basis of the students I have that year what author I shall use as a first author. Let it be Caesar for one group, Cicero for another; Terence for one, Vergil for another, depending on the interests and capabilities of the particular group. But in high schools, as a general rule, for various reasons, this solution would not be feasible. So what have you?



THE MODERN HERACLES

By LUCY A. WHITSEL

Marshall College, Huntington, West Virginia

ONE OF the best known and busiest heroes of antiquity, and one who, despite his illustrious origin, was very human in spirit, was Heracles. He was above all others the helper of mankind. Wherever there were giants to overcome, wild beasts to dispatch, multiheaded monsters to decapitate, there Heracles was found. Through him man led a more comfortable and happier life.

Our modern Heracles is just as much the savior of mankind, but is not so widely known; yet like Heracles of old, this hero has met and

conquered obstacles, and never falters in the task of slaying monsters. My present-day hero is the high school teacher of Latin.

As the infant Heracles strangled in his cradle the serpents that beset him at the instigation of Hera, so his modern counterpart has triumphed over the snakes of ridicule and amazement that attend the student of Latin in the high school days, if he progresses beyond the minimum of that subject taken by the "crowd." I leave it to your imagination, aided by your own experience, to identify the modern Hera who unleashes the serpents. In college the music of Vergil and Horace, the gymnastics of Tacitean prose, the wisdom of Livy, have strengthened our hero. Earlier in his career, even as of old, our Heracles at the crossroads has made the choice between the life of pleasure and the difficult life in the path of virtue. Having chosen stern, chaste Athena as guardian and friend, the modern Heracles "stands on the side of light as against darkness, on the side of civilization and progress as against the evils which block men's forward course."

My analogy fails me when I try to explain the reason for the many labors of my Heracles. The Latin teacher must have been guilty of overweening arrogance in thinking the world might be set right by the puny efforts of one small hero. But doggedly pushing ahead through mountains of depression and valleys of war, when arrows failed, the teacher of Latin has tried nails and teeth on the impervious hide of the Nemean Lion of indifference-to-study manifest in modern youth, and by aid of the rich heritage of the Latin language is able to strip off the skin of apathy and transform it into an all-enfolding garment of interest. But soon the poisonous vapors of the marsh clear to disclose the many-headed Hydra whose body grows two heads in the place of each one severed. Did you ever feel you were slaying a hydra when you had taught that "give it to the girl" shows a dative relation, but the students write "go to the town" in the same way, with a dative? But eventually all the case relations fall into place, and the hydra is minus all its heads.

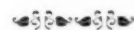
The Erymanthian Boar must be brought home alive. What a thrill when one finally manoeuvres the tense relationship of the verb into the net and finds that the creature, though worn out in the chase, is at least recognizable, and a trophy for which one may claim a prize! The Augean Stables, long neglected, are cleaned in

one day when the pupil finally realizes that passive voice and past tense are not identical. By slaying the pestilential Birds of inaccuracy, overcoming the Cretan Bull of slovenly thinking, training the wondrous Horses of memory and reasoning power, bringing home Geryon's Cattle, the Latin teacher is able to help the students enjoy the beauties of the Golden Apples of the Hesperides, Hippolyte's Girdle, the Cerynian Doe with golden horns and brazen hooves—the literature which earlier labors enable one to appreciate. Nor does even the three-headed Cerberus, which demands application to the task, hold any terror for a mankind benefited by the labors of the hero.

The Latin teacher's job is not a simple one. He must always teach fundamentals and background, even in college, as well as new material. Sometimes he wonders whether it is a Latin or an English class before him. And so far as the so-called "character-building agencies" are concerned, what is better in that line than a Latin teacher's insistence that a job be done well, that the student keep at it until it is finished properly, that he use care and accuracy? One of the difficulties college students have is their inability to read English and to pay sufficient attention to the words to get the meaning. They even fail in tests because they have not read the questions accurately. A good Latin teacher fights that monster continually.

One of the qualities modern youth needs, both in school and in life, is a feeling of the dignity and worth of the work he is doing, and a pride in doing it well. Too many adults are clock-watchers, anxious to draw the pay check with little effort expended in return. I heard a conversation on a city bus recently that expressed quite well the prevalent attitude. A Marshall College freshman met a former high-school classmate who is now working, and asked how she liked her job. "Just fine!" said the young lady on a salary. "Got the day off yesterday!"

One person who never gets the day off is the high-school Latin teacher, the one who deserves the orchids, the unsung hero, the champion of the weak, the benefactor of humanity, the modern Heracles.



If you plan to attend the Latin Institute, June 15-17, please write *now* for reservations, to Latin Institute, Haverford College, Haverford, Pa.

DE BELLO RUSSIANO

By JOHN K. COLBY

Phillips Academy, Andover, Massachusetts

Ubi nunc est imperator,
Noster fortis debellator?
Quo discedunt equites?
Instant Russi praeparati,
Atque bombulis armati,
Dant in fugam pedites.

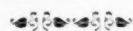
Multi nostrum depelluntur,
Vi et armis occiduntur,
Miseri vulneribus.
Aliis in magna fossa
Nil relictum nisi ossa
Caesis in corporibus.

Quidam tamen non disiecti
Nec laboribus confecti,
Planas vident superas.
Nostri gaudent vehementer,
Clamant vocibus dementer,
Conspicati machinas.

Ipsas enim cognoverunt
Suas esse, et sciverunt
Pervenisse socios,
Ad auxilium ferendum,
Ad periculum tollendum,
Ut delerent barbaros.

Mille bombae descendentes
Mortem Russis inferentes
Immittuntur validae.
Mille Russos miserorum
Regiones Inferorum
Exceperunt calidae.

Vocabulary notes: debellator, conqueror; bomba, -ae, bomb; bombula, -ae, grenade, or hand-thrown bomb; os, ossis, n., bone; nil nisi, nothing except; plana, -ae, airplane; superus, -a, -um, above; gaudeo, -ere, rejoice; Inferi, -orum, the inhabitants of Hell; calidus, -a, -um, hot.



TALES FROM STRABO

The Greek geographer Strabo passes on to us many "tall tales" which had come to his ears—always carefully prefacing some such warning as "they say," however. He records (vi, 1, 9) a story that one Eunomus, a Locrian cithara-player, while competing in the Pythian games, broke one of the strings of his instrument. A locust alighted upon the cithara, and supplied the missing note at the appropriate times! Eunomus won the contest, says Strabo, and a statue of him, with a locust on his lyre, was erected in his home city.

Another cithara-player, says Strabo (xiv, 2, 21) was performing in a public place in Iasus, in Asia Minor. A circle of hearers stood about him. Suddenly a bell rang to announce the opening of the fish-market; and all

the listeners except one, a deaf man, left precipitately. The soloist approached this man and congratulated him upon his appreciation of good music. "Eh?" was the response. "You don't mean the fish-bell has rung?" The musician sadly assured him that it had. "Oh, well, then, goodbye!" said the deaf man, as he hurried away.

—L.B.L.

SCHOLARSHIPS
IN CLASSICS

Bryn Mawr College announces a resident fellowship in Latin and one in Greek, each of the value of \$1250; also, one or two resident scholarships of \$650. Further information may be obtained from the Office of the Dean of the Graduate School, Bryn Mawr College, Bryn Mawr, Pa.

The University of North Carolina offers a teaching fellowship in Latin, of \$900 and tuition. Also, there are available part-time instructorships, an assistantship, and a number of graduate scholarships. Persons interested should address Professor B. L. Ullman, University of North Carolina, Chapel Hill, N. C.

BOOK NOTES

Living with the Romans. By Irene J. Crabb. Chicago: Lyons and Carnahan, 1949. Pp. xxii plus 696. \$2.25.

This is the latest of the recent crop of first-year Latin textbooks with the "new look." In many respects *Living with the Romans* resembles its immediate predecessors: *Latin for Americans* (1941), *Latin and the Romans* (1941), and *Using Latin* (1949). Each of these books is in the enlarged format, each has an intriguing title, each is lavishly illustrated, and each follows, in its own particular way, the "Reading-Grammar Method" of lesson organization, by which the pupil first meets Latin vocabulary, forms, and syntax in a connected, meaningful and, on the whole, interesting Latin story or dialogue, which is then followed by whatever discussion or drill the author considers pertinent and desirable.

Each of the books mentioned above contains considerably more connected Latin reading material than the modest minimum recommended in the *General Report* of the Classical Investigation, published in 1924, namely, not less than 40 Teubner text pages (p. 144). Furthermore, the Latin passages in each of these books have been

constructed with more or less attention to grading for difficulty and to the frequent recurrence of words, once they are introduced.

Living with the Romans differs from any of its competitors in its larger amount of Latin reading material (approximately 120 pages) and in the extent to which each new word is systematically repeated. "Each word occurs at least three times in the chapter in which it is first introduced and is repeated at least once in each of the five successive chapters" (p. vi). So rigid a system of repetition and so limited a vocabulary as the 618 different words used in this book would set up a serious handicap to a writer in any language, but the results here attained, except in the first few chapters, are surprisingly good.

This book provides a comparatively small amount of practice in writing Latin, mostly in the form of completion exercises. There is no English-Latin Vocabulary, and, instead of the usual Grammatical Appendix, there is a Summary (pp. 664-674) with cross references to the body of the book.

Almost every chapter provides some sort of "Word Study," and every Latin story is followed by a brief English essay discussing some phase of Roman life which has been presented in the Latin story.

There is available a Teacher's Reference Book to accompany *Living with the Romans* and to render first aid to the inexperienced teacher.

—W.L.C.

Plato: *Five Great Dialogues.* Translated by B. Jowett; edited, with introduction, by Louise Ropes Loomis. A Classics Club College Edition. New York: D. Van Nostrand Company, 1942. Pp. viii plus 511. \$1.25.

Aristotle: *One Man in the Universe.* Edited, with introduction, by Louise Ropes Loomis. A Classics Club College Edition. New York: D. Van Nostrand Company, 1943. Pp. xliii plus 443. \$1.25.

The *Odyssey* of Homer. Translated by Samuel Butler; edited by Louise Ropes Loomis. A Classics Club College Edition. New York: D. Van Nostrand Company, 1944. Pp. xxxix plus 306. \$1.25.

The reviewer can only regret that the series of which the three volumes under consideration form a part (there is also a Classics Club *Iliad*) has not come to his attention sooner. Plainly but sturdily and attractively bound in dark blue, printed in very clear and easily read type, adorned with pleasant and appropriate little drawings taken from Greek vase paintings, and equipped with ample

and eminently readable introductions and concise and helpful footnotes from the pen of the editor, Professor Emeritus of History and Philosophy at Wells College, these volumes offer a real bargain for the Greekless customer.

The *Odyssey* is given complete, together with Butler's preface. Of Plato there are the *Apology*, the *Crito*, and the *Symposium* in full; a slightly abridged *Phaedo*; and a considerably cut *Republic*. Even so, the editor has succeeded in the difficult task of preserving the line of argument together with the impression of artistic unity. In the same way, though here the problem was not so acute, the works of Aristotle included in *On Man in the Universe* (*Metaphysics*, *Parts of Animals*, *Nicomachean Ethics*, *Politics*, and *Poetics*) are presented via selections skillfully chosen to give a clear picture of the philosopher's characteristics and contributions. These Aristotelian writings are reproduced in translations by various hands, including Jowett's *Politics* and Butcher's *Poetics*, but "thoroughly revised to make the English versions as clear as possible" (p. xliii). Nor has the editor hesitated occasionally to suggest in a footnote a "better translation" where Jowett's Plato rendition seemed to her misleading. As a result there is no linguistic hindrance to the enjoyment and appreciation of the text.

The footnotes give cross-references, explain allusions in the text, elucidate occasional obscurities, or sketch in the physical background, especially in the *Odyssey*, where Butcher's notes are reproduced, supplemented by the editor's. Each volume is equipped with a long, but not lengthy introduction, picturing the historical background, describing and characterizing the works, and giving some notion of their importance and later influence. In addition, each of the works by Plato and Aristotle has a separate introduction, giving more specific information; these tend to be repetitious of the general introductions, but are probably useful for the general reader to whom the Greeks are names rather than realities.

One additional feature of the series deserves final mention: the "Pronouncing Glossary of Names" in the Plato volume, and the similar list of "Principal Personages of the *Odyssey*." Unfortunately the "phonetic" transliterations are anything but clear to the uninitiate, since no clue is given to the values of the letters used in the transliterations, and the system used is not consistent (cf. "Po-sy'-don" vs. "Eye-do-thee'-a," or "Sal'-mon-oo's").

[I question the accent here, but that may be a misprint, though these are otherwise almost non-existent] vs. "You-ri'-lo-kus"); sometimes the result is impossible: "Sear-a-kue'-zan" stands for "Syracusan." But then we all know about the gift horse; at the price, that is practically what each of these volumes is.

—K.G.

The Robinson Collection of Greek Gems, Seals, Rings, and Earrings. By David M. Robinson. Hesperia, Supplement VIII. Athens: American School of Classical Studies, 1949. Pp. 20. 6 Plates.

In this neat little monograph Professor Robinson publishes his own "teaching collection" of gems representing a time span from 4000 B.C. to the third century of the Christian era. The study is not dull or forbidding. Although each gem is catalogued by number, with its exact measurements and date, in approved scientific fashion, and although each specimen is discussed with complete scholarly apparatus and bibliography for comparative study, yet the author's inimitable style asserts itself. Attention is given to the aesthetic beauty of gems, to the great antiquity of the carved gem, to the use of gems for talismanic or prophylactic purposes; and literary references to gems are quoted. The illustrations are numerous, and are well varied.

—L.B.L.

A New Introduction to Greek. Revised Edition. By Alston Hurd Chase and Henry Phillips, Jr. Cambridge, Mass.: Harvard University Press, 1949. Pp. x plus 186. \$4.00.

Those of us who knew and admired the Chase-Phillips textbook in its earlier lithoprinted form will greet with hearty enthusiasm this handsome new edition, "printed from plastic plates."

The book is designed for college students and for seniors in secondary schools. Accordingly, it offers "real Greek" as early as the third lesson, and uses continuous narrative, beginning with a proposition of Euclid on page 29. The early presentation of such items as the *-mi* verbs renders it possible to introduce a wide range of Greek authors in the reading selections. Since modern students have in general less time to spend on Greek than did those of an earlier day, the forty lessons are full of "meat," and the student is obviously expected not to shirk. Be it said, however, that the student of Greek today is likely to be serious, and to welcome a book into which he can "get his teeth."

Eight illustrations have been added, in the form of plates with explanatory text in English. Some of the photographs are novel for a beginning book,

and even arresting—e.g. Plate 8, Acrocorinth, and Plate 4, ostraka. The illustrations, together with the thought content of the reading selections, and the glossary of names of famous Greeks, near the end of the volume, give the student some concept of Greek civilization.

Many teachers of beginning Greek will hail this book as the "answer to their prayers."

—L.B.L.

Medical Latin and Greek. By Migonette Spilman. Salt Lake City, Utah, 1949. Privately lithoprinted. Address the author at the University of Utah. Pp. ix plus 139. \$3.25.

For many years Professor Spilman has been laboring in the vineyard of medical Latin and Greek, with noteworthy success. As she points out in the Introduction to her textbook (page v), "the growing severity of the requirements of the medical curriculum, necessitated by the expanding boundaries of medical science," make it more important than ever that the premedical student receive some help towards mastering the technical terminology of his subject, the major sources of which are Greek and Latin. An increasing awareness of this fact has led to the establishment by the American Classical League of a National Committee on Medical Greek and Latin.

Professor Spilman's book is in two parts, the one dealing with the Latin element, the other with the Greek element, in medical terms. In Part One, the Latin section, a minimum of information on Latin inflection is followed by sub-sections on Latin phrases, word formation, Latin prefixes and suffixes, etc. The major part of the section is devoted to the Latin vocabulary, alphabetically arranged, with related Latin words grouped under the simplest form of the root, and numerous English derivatives listed. The complete Latin vocabulary is followed by a selected list of English words (wrongly headed "Latin Terms"), for review. In similar fashion, Part Two, the Greek section, offers sub-sections on the Greek alphabet, vowel and consonant changes, inflectional forms, word formation, prefixes, and suffixes, and then the Greek vocabulary (printed in English letters), with related Greek words and English derivatives, and followed by a review list.

This edition is a revised one. It differs from the earlier edition chiefly in the correction of errors and in the introduction of better or more modern medical terms. There has also been some expansion of the text.

The author has had the advice and

assistance of medical men in the preparation and revision of her book.

—L.B.L.

NOTES AND NOTICES

The Classical Association of New England will hold its forty-fourth annual meeting at Wheaton College, March 31-April 1, 1950.

The Classical Association of the Atlantic States, in conjunction with the Classical League of the Lehigh Valley, will meet at Lehigh University, Bethlehem, Pa., on April 14 and 15, 1950.

The Classical Association of the Middle West and South will meet in Cleveland, Ohio, on April 6-8, 1950.

The Third Annual University of Kentucky Foreign Language Conference will be held in Lexington on May 11-13, 1950. The featured lecturer for the classics will be Professor William C. Korfmacher, of Saint Louis University. The theme of the Conference is "Ways to International Understanding." Professor Jonah W. D. Skiles, of the Department of Ancient Languages of the University of Kentucky, is Director of the Conference.

Members of the Junior Classical League are exploring the idea of establishing a national periodical. The Texas chapters have sent out copies of *The Torch*, their state publication, to all chapters, at their own expense, to experiment with the possibility of a national quarterly. The new publication would be financed by an assessment of two dollars per chapter annually. Persons interested in the project are invited to communicate with Dr. Stewart Irwin Gay, Monticello (New York) High School. A new member of the National Committee on the Junior Classical League is Miss Augusta Gibbons, of Sharon, Pa.

The twenty-second annual convention of Eta Sigma Phi, national honorary classical fraternity, will be held in Nashville, Tenn., with Psi Chapter, at Vanderbilt University, acting as host. The date of the meeting will be April 21 and 22, 1950.

Dr. Emory E. Cochran, known to Latin teachers the country over as editor of the *Libelli*, headlines in Latin, devoted one of his issues to a Latin version of a headline featuring the birthday of Prince Charles of England. He sent a copy of the issue to Princess Elizabeth, with a letter in which he expressed the hope that

she, like the great Queen Elizabeth, was interested in Latin studies. Dr. Cochran received an acknowledgment from Jean Elphinstone, Lady-in-Waiting to the Princess.

Classicists will be interested in "Ancient Answers to Today's Curriculum Problems," by William C. Korfmacher, in the *Bulletin of the American Association of University Professors*, Vol. 35 (1949), No. 2, pages 240-250.

Professor A. M. Withers, who has so many times taken up the cudgels for Latin, again stresses the value of that subject for the Romance languages in the course of his article, "On International Admixture in Foreign-Language Facilities," in the *Association of American Colleges Bulletin* for December, 1949.

MATERIALS

A committee of New England teachers of Latin, under the chairmanship of Allan S. Hoey, of the Hotchkiss School, Lakeville, Connecticut, has prepared a pamphlet entitled *The Value of School Latin for College Studies*. The pamphlet consists of letters from Harvard, Yale, and Princeton professors in all the principal subjects except the classics. Copies are obtainable at 10¢ each from W. H. Marvell, 15 Holiday St., Dorchester 22, Mass.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5¢ for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a nonprofit-making organization, it cannot absorb losses such as this.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. CARR, Director

The Service Bureau announces the following new or recently revised mimeographs.

448. A List of Secondary Latin Textbooks. Revised September 1, 1949, by W. L. Carr. 10¢
565. Suggestions for Latin Club Initiations. Ideas which have ancient usage behind them and which could be woven into an impressive ceremony. 10¢
643. An Initiation Ceremony, including a Program of Twenty Questions. Can be used also as a radio or assembly program. By students of Mrs. Gladys Laird. 3 boys, 2 girls, many extras. 20 minutes. 25¢
644. Life with Octavia. By Irene Grafton Whaley. A play in English, dealing with the home life of the Romans. 10 girls, 3 boys. 25 minutes. 25¢
645. Michael McGee Takes His A.B. Degree. By Ilanon Moon. From THE CLASSICAL OUTLOOK for May, 1948. A penetrating satire on our educational system. 15¢
646. An Ancient Choral Dance. By Lillian B. Lawler. Can be performed by any number of girls or boys. Requires no special ability or dance training. 15¢
647. Cultural Periods in Ancient Italy. By W. L. Carr. An outline for teaching "background." 5¢
648. Latin Address of the Public Orator of Oxford University at the Conferring of the Honorary Degree of Doctor of Civil Law on General Eisenhower. 5¢
649. A Roman Family Comes to Life. A play by students of Virginia Markham. 8 girls, 6 boys. 12 minutes. 20¢
650. Some Important Events from the Death of Caesar to the Death of Cicero. By W. L. Carr. 20¢
651. Some Important Events from the Death of Cicero to the Beginning of the Principate. By W. L. Carr. 15¢
652. Parallel Chronological Table for the Lives of Caesar, Cicero, and Pompey. By W. L. Carr. 15¢
653. Pomona: A Puppet Play. By May Corcoran. 5 puppets. Or may be given as a stage play. 1 girl, 4 boys. 15 minutes. 20¢
654. Persephone: A Puppet Play. By May Corcoran. 6 puppets. Or may be given as a stage play. 3 girls, 3 boys. 20 minutes. 25¢
655. Commonly Used Inflectional Endings of Nouns. Useful for drill or testing "recognition knowledge" of noun forms. 5¢; in quantities of 25 or more, 3¢ each.
656. Some Typical Inflectional Endings of Latin Verbs in the Indicative and Subjunctive. Useful for drill or testing "recognition

knowledge" of verb forms. 5¢; in quantities of 25 or more, 3¢ each.

657. A List of Roman Consuls from 77 B.C. to 43 B.C. and Some Important Events in Each Consulship. 10¢

The Service Bureau announces the following materials for the Junior Classical League:

JCL birthday cards, with the words "Tibi Laetum Natalem" and the JCL emblem printed in black on white. Envelopes. Price, 5¢ each.

JCL seals, one inch in diameter, bearing the JCL emblem in purple and gold. Dye-cut, ten seals to a sheet. Price, 10¢ a sheet.

JCL stickers, for notebook or for automobile. Approximately 3¼ inches square, printed in purple and gold. Specify type desired—for notebook or for automobile. Price, 3 for 5¢.

The Service Bureau, in cooperation with the Archaeological Institute of America, offers the following new catalogue:

A Catalogue of Visual Aids for the Civilization, History, Art, Archaeology, and Literature of Egypt, the Bible Lands, Mesopotamia, Greece, Rome, and Pre-Colonial America. By Dorothy Burr Thompson. Price, 50¢.

The Service Bureau has available the following materials, previously offered:

MATERIAL FOR THE CAESAR CLASS
AND FOR THE IDES OF MARCH
Mimeographs

39. How Can We Vary the Caesar Work So That It May Not Become Monotonous? 15¢
52. Immediate and Ultimate Objectives for Each Year of the Latin Course. 15¢
57. Points of Syntax Recommended for Intensive Study During Each Semester of the Latin Course. 10¢
75. Characteristics of Caesar as Seen in His *Commentaries*. 10¢
100. A Debate. "Resolved, That Caesar's Methods Were Justified By His Ultimate Aims." 10¢
132. Caesar's Rules of Strategy. 5¢
141. Illustrations of the Problem Method for Review Work in a Caesar Class. 15¢
176. Characteristics of the Gauls. A very helpful study based upon passages from Caesar's *Gallic War*. 20¢
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